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Literacy skills for HSC English



*‘I hear and I forget; I see and I remember; I write and I understand.’*

**Vocabulary**

Build your academic vocabulary in essays.

**Verbs:** Elevate the style of your writing through the verbs!

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| conveys | proffers | ascribes | promulgates | explicates | elicits |
| represents | advances | affirms | validates | confounds | espouses |
| posits | substantiates | challenges | confirms | elucidates | clarifies |
| illuminates | elaborates | expounds | expatiates | enlightens | amplifies |

**Connectives:** Create cohesion through connectors!

|  |  |  |  |
| --- | --- | --- | --- |
| In contrast | alternatively | furthermore | moreover |
| Is analogous | In comparison | similarly | correspondingly |
| conversely | nevertheless | additionally | subsequently |

**Board of Studies Glossary**

|  |  |  |
| --- | --- | --- |
| describe | Paper 1 AOS Section 1/3 | To provide examples from the texts for Belonging |
| explain | Paper 1 AOS Section 1/3 | To state what is said about Belonging |
| analyse | Paper 1 AOS Section 1/3 | To explain how and why Belonging is represented |
| express | Paper 1 AOS Section 2 | To convey original ideas about Belonging |
| evaluate | Paper 2 MOD A, B & C ADV | To estimate the worth of a text in a range of contexts and to justify that estimation and its process |
| understand | Paper 2 MOD A, B & C STAND | To discuss the main ideas, form, structure and features of texts |

**Key Terms in English**

The following terms are featured in the AOS and the Modules.

|  |  |  |
| --- | --- | --- |
| perceptions | Paper 1 AOS Section 1  Paper 2 MOD A STAND | The ways our perspectives, ideas, memories and senses shape we see the world and others. |
| representation | Paper 1 AOS Section 3  Paper 2 MOD C ADV | The ways ideas are portrayed through texts. |
| distinctive | Paper 2 MOD A & B STAND | A text’s unique features |
| context | Paper 1 AOS Section 3  Paper 2 MOD C STAND  Paper 2 MOD A ADV | The personal, social, historical, cultural and workplace conditions in which a text is responded to and composed |
| assumptions | Paper 1 AOS Section 1/3 | Preconceived beliefs and ideas |
| perspective | Paper 1 AOS Section 1/3Paper 2 MOD C ADV | Ways of seeing and evaluating the world and others based on experiences, attitudes and beliefs |
| values | Paper 2 MOD A ADV  Extension 1 English | Core beliefs of society and individuals |
| medium/medium of production | Paper 1 AOS Section 1/3Paper 2 MOD C ADV | The form and its distinctive features |
| construction | Paper 2 MOD B ADV | The deliberate crafting of a text based on purpose |
| textual integrity | Paper 2 MOD B ADV | The unity of a text - coherent use of form, ideas & language |

**Analysing Texts in the AOS Paper 1**

|  |
| --- |
| Ask what the text is saying about the human experience to discover the overarching concept of belonging. |
| Begin analytical sentences with the meaning being conveyed first and then follow with the language or visual technique and the example. |
| Find the emotive words or salient images first to uncover the meaning, the tone and the concept related to belonging. |
| **IDENTIFY** language feature, **EXEMPLIFY**, **EXPLAIN** and **EXTRAPOLATE** by discussing the meaning conveyed by the textual details about belonging and what impact it has on the responder. |
| Make sure you know the features of various forms of text so that you can comment on how the form of the text reflects the concept of belonging. |

**Key Visual Terms**

|  |  |
| --- | --- |
| composition | What is included in a visual is usually deliberately placed there or included or omitted deliberately. |
| framing | Angles: tilted up or down, canted (tilted on axis) |
| rule of thirds | An object in the top third is usually empowered whereas anything in the bottom third is disempowered. Can be subverted. |
| vectors | The line that our eyes take when we look at a visual. Composers deliberately direct our reading path. |
| salience | The part that your eyes are first drawn to in the visual – visual weighting. Colour, image and layout determine what the salient image is in a visual. |
| body language/gaze | Examine facial expressions, gestures, stance or position. Take note of the direction of the subject’s eyes. |
|  |  |

**The last question in the AOS Paper 1 Reading Task**

Key points to remember:

You need to write comprehensively (a page at the very minimum – two pages desirable), and discuss the form and features of the texts supported by detailed textual references. It is like a min-synthesis essay!

1. In the first sentence or two introduce your thesis that is connected to the overarching concept related to belonging explored by the texts.
2. Then launch into an analysis of the first text. Focus on the ideas first and then the language features that conveyed the meaning. You do not need lengthy quotes.
3. Compare and contrast the texts analysed in relation to how they approach the concept of belonging.
4. End with an evaluative statement that links back to your thesis.

**AOS Paper 1: The Imaginative Response**

* Plan your structure: the opening and the conclusion – a circular or elliptical structure can cure a failure to produce a strong conclusion!
* Show don’t tell. Focus on appealing to the senses through imagery.
* Listen to the sound and rhythm of your language.
* Verbs are the muscles of writing, so use them to add layers of meaning rather than too many adjectives or adverbs.
* Employ a variety of sentence beginnings and sentence lengths.
* Vary paragraph lengths!
* Use a range of poetic devices. Evocative imagery can lift a response into a higher band!
* Provide the backstory of a character in a few simple words or sentences.
* Create tension and contrast. Belonging is never static!
* Perfect the art of the first and last lines!

**The Extended Response in AOS and the Modules**

* High-range responses use the key terms of the question to create a thesis.
* In the introduction present the thesis in response to the question and then provide two key reasons to support your thesis.
* The two key ideas or mini-thesis statements shape the body of the essay. 1st half – idea 1 and 2nd half – idea 2.
* Each topic sentence should build your argument and connect to the two ideas.
* Use connecting words and impressive verbs!
* Use your prescribed text/s and/or texts of own choosing to support or challenge your thesis or concept.
* Focus on how a text shapes meaning; therefore, discuss and compare **HOW** this is done in allof the texts.
* Choose substantive related texts and your textual details wisely.